

## ASPIRA, Inc. of New Jersey

### Grant Application for The Gateway (Getting Ahead the Education Way) Program

#### 1. Capability of the Organization

##### History and Mission

ASPIRA, Inc. of New Jersey is applying to the United Way for funding with which to continue the GATEWAY Program at the Dr. Horton School, and to expand services by also conducting the GATEWAY Program at the Rafael Hernandez School. Both schools are located in Newark's North Ward which has a large, low-income Latino and African American population.

ASPIRA, Inc. of New Jersey was founded in 1968 to assist disadvantaged inner city Puerto Rican/Latino and other minority youths who are at risk of dropping out of school. Its mission is to develop a more motivated, better educated, and more community conscious youth. ASPIRA works in partnership with parents, teachers, administrators and other school personnel to reach those middle and high school students with a history of truancy, behavioral problems and poor academic standing.

ASPIRA is open to any student who wishes to join the organization. Our present enrollment in the North Ward includes students who are Puerto Rican, African American, Cuban, Dominican, Central American, South American, White and Asian.

ASPIRA employs a unique, holistic approach to the education of at-risk urban youths. Intensive intervention is provided through a network of activities and services using the 3-step ASPIRA Process of Awareness, Analysis, and Action. Through these strategies, students develop a strong, positive sense of self-worth; an appreciation of the value of education; an understanding of the importance of their own contribution and commitment to the community; an awareness of the responsibilities and skills needed for leadership; and an appreciation for their cultural heritage.

The organization's comprehensive, school-based Early Intervention/Dropout Prevention Program provides students with personal, academic, and career counseling; cultural enrichment activities; leadership development; and assistance with preparing for post secondary education. Parents become actively involved in the education of their children through special workshops and home visits made by the counselors.

Since its inception in 1968 as a small storefront agency in Newark, New Jersey, ASPIRA has expanded to provide services statewide in 5 major urban centers: Newark, Paterson, Jersey City, Trenton, and Camden. Operating with great dedication, the organization has for the past 28 years assisted more than 35,000 at-risk minority youths in urban middle schools and high schools.

Of this number, 90% remained in school and obtained their high school diplomas; and 80% continued their studies at a college or other post-secondary institution. The program has produced many leaders, who are now actively involved in the improvement of their communities.

#### Qualifications and Experience of Management and Staff

Roberto Del Rios, Executive Director, received a B.A. in psychology and sociology, and an MSW in Administration from Rutgers University. Mr. Del Rios has had extensive experience in the social service field, having worked as a Senior Peer Advisor/Counselor for the Rutgers University Educational Opportunity Program, as a counselor to high school truants and their families for La Casa de Don Pedro, Inc., and in various positions, including that of Program Director, for ASPIRA, Inc. of New Jersey. As Executive Director of ASPIRA, he administers all of the agency's programs and centers in New Jersey, including Newark, Paterson, Jersey City, Camden, and Trenton. Mr. Del Rios, who is bilingual, sits on many boards, including the Rutgers College E.O.F. Advisory Board, the Council for the Education of Linguistic Minority Students, the Greater Newark Human Relations Commission, and the Puerto Rican Task Force of Essex County, among others.

Grace Merez, Fiscal Officer, obtained a B.S. in accounting from Rutgers University, Newark. Ms. Merez has been with ASPIRA, Inc. of New Jersey Since 1986. Prior to that time, she was a figure clerk with the Prudential Insurance Company in Newark. Ms. Merez is in charge of the Finance Department of ASPIRA, and is responsible for receivable and accounts payable; preparation of financial statements; maintaining employees' payroll records; posting to various ledgers; preparing spread sheets; and management of fiscal aspects of grants.

Carmen Nazario, Secretary, has been with ASPIRA, Inc. of New Jersey for 19 years. She is responsible for office management; typing letters, board reports, program reports, and financial reports; maintaining records of grant awards; answer the telephone; working on fund raisers; and performing other duties as assigned by the Executive Director. Like many of the other staff members, Ms. Nazario is bilingual (Spanish/English).

Migdalia Rodriguez, Program Director, received a BA in psychology/sociology from Rutgers University, Newark. Ms. Rodriguez has been with ASPIRA since 1993, first as Health Careers Counselor, then as Program Coordinator, and since April of 1996, as Program Director for the Northern Region, supervising

staff of ASPIRA programs in schools in Newark, Jersey City, and Paterson. Prior to working for ASPIRA, she served as Program Director for the Rutgers University Progreso Hispano Summer Youth Program in Newark. Ms. Rodriguez, who is bilingual, is a member of the UMDNJ Minority Admissions Committee, the Hispanic Women's Task Force, and the Christ Church Learning Center.

Wilfredo Guzman, Program Coordinator/Counselor, received a BA in psychology from Jersey City State College. A recent college graduate, his prior experience includes serving as a para professional counselor at Jersey City State College, where he provided personal, academic and financial aid counseling to 23 students; counselor of the developmentally disabled at Camp Fatima; and recreation aide in Harrison, where he coached basketball.

Maria Pirovano, Counselor, received a BA in Biology from Rutgers University. Ms. Pirovano has been with ASPIRA since 1996. Prior to that she was an office assistant and tutor for the Academic Foundations Department, and a research assistant in the MBRS Program at Rutgers University. Ms. Pirovano is bilingual in English and Spanish.

Marcia Caques, APEX (ASPIRA Parents for Educational Excellence) Coordinator/Parent Advocate, received a BA in psychology from Montclair State University. She works closely with parents of the ASPIRA students to get them involved in the education of their children. She provides individual counseling, conducts parenting skills workshops, makes home visits, and trains parents to become leaders and work with other parents in advocating for their children. Ms. Caques, who is bilingual, has had many years of experience as a volunteer counselor for her church, working with both adults and children.

Volunteers, from local colleges, human service organizations, businesses, and municipal government, conduct training workshops and motivational speaking engagements for staff members and students.

#### ASPIRA's Previous Experience in Providing Similar Services

As stated earlier, ASPIRA, Inc. of New Jersey has successfully operated dropout prevention and leadership development programs for Newark's disadvantaged youth since 1968.

#### Community Outreach Efforts

Our mission is to develop a more community conscious youth, who through active participation in meaningful projects, will develop a life-long interest in serving and improving the community. Our programs coordinate many community service projects in which our students participate, such as assisting in a soup kitchen, planning activities for the elderly in a nursing home, participating in a march against drugs, hosting a holiday

party in a battered women's shelter for the women and their children, designing and making a peace quilt, and painting a mural depicting the theme, "Making our Communities Better - One Step at a Time."

#### Method of Recruiting Clients for the Initiative

Students to be targeted for the program are those who have a history of excessive absences, exhibit disruptive behavior in the classroom, have been identified as having personal or family problems, have a below average academic record, and/or have potential but have exhibited problems of adjustment or unsatisfactory academic proficiency.

School guidance counselors, designated to participate in the program, will refer youths to the program coordinator. The program coordinator will hold an orientation session for the prospective clients and their parents. If the youths are interested in the program, written permission must be provided by the parents.

#### ASPIRA's Proposed Fundraising Plans for 1997-98

ASPIRA is funded with federal, state, county, and municipal grants, as well as with corporate and foundation grants. We are making a concerted effort to obtain new funding, while also maintaining our present grants. In addition, we host several fund raisers each year. Our Board is planning several new events. We plan to also develop an ASPIRA Alumni Association. For 1997-98, we hope to increase our funding base by at least 25%.

No funds previously received from United Way or other sources have ever been suspended or revoked.

## **2. Need for the GATEWAY Program**

#### Description of the Community (City of Newark and the North Ward) and the Target Population.

For the GATEWAY Program, ASPIRA will target male and female youths at-risk, who are in the 6th, 7th, and 8th grades at the Dr. Horton and the Rafael Hernandez Schools, located in Newark's North Ward, one of the poorest areas in the city.

Newark, with 30% of its population of Latino origin, fits the profile of the truly poor city and ranks first (1 representing most distressed and 567 the least) on the 1993 New Jersey Municipal Distress Index. Many of Newark's residents face serious problems due to a high unemployment rate (12.8%), a per capita income of only \$9,424, a severe housing shortage, a high incidence of teenage pregnancies, rampant substance abuse, the highest crime rate of cities in the country (Uniform Crime Reports, State of New Jersey 1995), a very high incidence of AIDS, and limited knowledge of English. According to the 1990

Census, 37% of Newark's children under the age of 18 live in poverty. The percentage of children receiving AFDS in 1994 was 300% higher than the state average. The death rate for Newark teens in 1992 was 133% higher than the State average (Kids Count New Jersey: State and County Profiles of Child Well-being, 1994).

Newark's public schools have very large minority populations and a very high attrition rate. According to the study, "The Dropout Problem in New Jersey's Big Urban Schools: Educational Inequality and Governmental Inaction," published by the Department of Government Services, Rutgers University: In 1991, Newark's high school dropout rate between the number of students enrolled in the 9th grade and high school graduates 4 years later was 45%. The students tend to be primarily Latino and African American, who live at or below the poverty level. According to the 1990 Census, only 16% of Newark residents are high school graduates.

Low educational levels are closely linked to high poverty rates. Too many low-income Latinos and African Americans are at a disadvantage when competing for jobs because of a high rate of academic failure. In order for young people to succeed without a high school education, there must be an adequate number of low skill jobs available. In Newark, such jobs have been declining steadily since manufacturing industries that provide this kind of employment continue to move to other cities. Newark has experienced a considerable decline in manufacturing employment. While there has been an increase in jobs in the service sector, many of Newark's residents do not have the skills for these jobs. The changes in the economy indicate that for the first time in our history, a high school diploma may be the minimum acceptable qualification for any job in the future.

#### Gaps in Existing Services and the Impact of This Service on Outcome

ASPIRA proposes to serve a student population that receives little outside assistance from local organizations. The lack of services offered to this population greatly increases the likelihood of these students dropping out of school. The high school dropout rate in Newark has consistently contributed to the many social ills that plague the city. It is obvious that in order to succeed in today's society, one must first succeed academically. Children who drop out of school, not only limit their opportunity for a better future, but are also a financial burden to society.

Both the Dr. Horton School and the Rafael Hernandez School are located in economically depressed neighborhoods. The majority of the students at the schools come from low-income families, many of whom live at or below the poverty level, and are headed by single female parents, presently living on AFDC. These families face daily struggle for survival. Many live in

cramped, dingy apartments. They are often hungry. The neighborhoods in which they live are squalid and dangerous. Often, the students come to school tired, hungry, depressed, anxious, angry and afraid. Generally they have low self-esteem, underdeveloped interpersonal and decision making skills, inadequate education, low perception of opportunities, and meager incentives to delay gratification. An average of 50% fail the Early Warning Test.

Students to be targeted for the program are those who have a history of excessive absences, exhibit disruptive behavior in the classroom, have been identified as having personal or family problems, have a below average academic record, and/or identified as having potential but who have exhibited problems of adjustment or unsatisfactory academic proficiency. The basis of the GATEWAY Initiative is to provide the fundamental support to help these students improve their academic skills, establish meaningful goals, learn to make healthy lifestyle choices, enhance their self-esteem, develop an appreciation of their cultural heritage and work to reach their full potential. By providing enriching activities where students learn to appreciate education, they will achieve. The emphasis will be on having students take full advantage of educational opportunities, so that they will eventually be able to break the cycle of poverty in which they have been enmeshed. Lastly, the initiative will provide support to parents who often only come to school to remedy problems. Parents will be better able to communicate with their children, guide their children in the educational process, and advocate for their children.

The partner agencies will also benefit from the GATEWAY Initiative. The Newark School District will have students who will have improved academically and socially, have greater self-esteem, and will no longer be at risk of dropping out of school. Youngsters in the After School Program of La Casa de Don Pedro and FOCUS will improve in their school work and basic skills through the tutoring services of the ASPIRA/AmeriCorps staff members.

### **3. Goals, Objectives, and Outcomes**

#### The Goals of the Initiative

1. To increase the high school graduation rate of students in the city of Newark.
2. To improve the academic performance of the program participants.
3. To improve the parenting skills of parents whose children attend the Dr. Horton and Rafael Hernandez Schools.

### Performance Objectives Including Timeline

1. To recruit 120 students for the GATEWAY Program by January 31, 1998.
2. To offer a minimum of 8 counseling sessions to each program participant before the end of June, 1998.
3. To ensure that 70 students attend a minimum of 4 ASPIRA Club meetings by the end of June, 1998.
4. To ensure that 80 students attend a minimum of 4 "life skills" workshops by the end of June, 1998.
5. To ensure that a minimum of 60 students receive at least 4 tutoring sessions by the end of May, 1998.
6. To ensure that 80% of the students graduate to the next grade.
7. To improve the attendance rate of 50% of the program participants, within 90 days of having enrolled in the GATEWAY Program.
8. To offer a minimum of 16 "life skills" workshops before the end of June, 1998.
9. To recruit 70 parents for the Parent Advocacy component by January 31, 1997.
10. To conduct a minimum of 12 home visits monthly between the months of October, 1996 - June, 1997.
11. To offer a minimum of 12 "parenting skills" workshops before the end of June, 1998.
12. To ensure that a minimum of 20 parents attend 4 or more workshops.
13. To establish a parent support group by June, 1998.

### Outcomes the Program Hopes to Achieve

1. Ensure that at least 95% of the students who have enrolled in the program will be sufficiently motivated to remain in school until they receive their high school diplomas.

The primary objective of the GATEWAY Program is to ensure that all participating students remain in school. The Early Intervention aspect of the GATEWAY Program is based on the premise that the sooner students become involved in their own education, the better their chances of academic success. Dropout studies and ASPIRA's experience over the past 29 years, show that dropouts increase dramatically, in or after the 6th grade of

elementary school. Intervention is necessary at this critical point because it is during the early adolescent years that youngsters are most easily influenced.

GATEWAY counselors initiate an intensive drive to recruit the students by the middle of the academic year. During the first half of the year, counselors interview potential participants to determine eligibility. A second interview follows during which the student and counselor establish individual student goals as a basis for a contractual agreement between the student and counselor.

2. Students will be sufficiently motivated for their own education so that at least 75% will report improved academic performance.

An integral part of preventing school dropouts is to motivate students to become involved in their own educational process. Motivation is the first, and most important element in all ASPIRA services. Counselors encourage and motivate students to stay in school by helping them plan their academic program, acting as the student's advocate with the school and teaching them problem-solving techniques to relieve their frustration. Students begin to understand that staying in school is directly linked to empowerment and self-determination. ASPIRA has forged a strong partnership with institutions of higher education that can open doors to students who want to continue their education.

In addition, AmeriCorps members will provide both in-class teaching assistance and after school tutoring, in order to help those students who are having difficulties with their subjects.

3. The behavior, outlook, and coping skills will have improved for 95% of the students enrolled in the program.

Through the life skills workshops, students will receive training in conflict resolution, involving interpersonal, decision-making, and coping skills, so as to help them resist pressure from peers, irresponsible adults, or from the media to engage in high-risk behaviors. The training will teach them ways to make friends if they are isolated and to assert themselves without resorting to violence. The activities will include systematic instruction and practice, role playing and group problem solving. The ASPIRA Club enables students to develop leadership skills as they engage in parliamentary procedure, public speaking, debating, problem solving, conflict resolution, trips and special events.

4. At least 50% of the students' parents will become actively involved in their child's educational process.

The students' support system includes their parents. Parents are encouraged to become partners in the child's education and workshops are provided to teach parent-child



communication techniques, issues in education, and techniques for improving the child's study habits.

#### **4. Collaboration, Comprehensiveness (holistic) and Community Based**

##### a. Collaboration

The following agencies, organizations and community groups are involved in the collaborative effort for this initiative:

\* The Newark Public Schools: We have had a collaborative partnership since 1968. The ASPIRA Programs are school-based. We are provided with office space for our counselors; classroom space for after school tutoring; access to school guidance counselors and teachers from whom we receive student referrals and with whom we discuss the academic status of the students and any problems they may have; and access to student records and reports. ASPIRA neither pays the Newark Public Schools nor do we receive any remuneration from them.

\* La Casa de Don Pedro: 10 latch key children in our program will be enrolled in their after school program and in the summer day camp, 5 days per week. The fee to be paid to the agency is \$2,500 for the after school program and \$1,000 for summer camp. We shall also provide them with the services of two AmeriCorps members, who will tutor the children in their after school program and summer day camp, twice per week. There will be no charge to them for the AmeriCorps tutoring services.

\* FOCUS: Will be providing transportation for the children in La Casa de Don Pedro's after school program. They will transport the children from school to the center, and from the center to their homes. They will be paid a fee of \$2,500 for their services. Two AmeriCorps members will also provide tutoring services to the children in the after school program of FOCUS. There will be no charge to FOCUS for the AmeriCorps tutoring services.

\* St. Columba Neighborhood Club: Will provide the students in the GATEWAY Program with 16 life skills training workshops, dealing with issues (peer pressure, conflict resolution, etc.) that are of utmost concern to middle school students. The fee for the workshops is \$1,600.

##### How Collaboration with These Organizations Will Meet the Needs of the Targeted Population

Collaboration with the Newark Public Schools is mutually beneficial, and essential in our work in serving Newark's disadvantaged youths. We have had an excellent working relationship with the Newark Public Schools for more than 29 years. We access the children in our programs through the Newark Public Schools, and work closely with school guidance counselors,

teachers, and administrators. We meet on an ongoing basis, whenever the need arises.

The After School Program and Summer Day Camp of La Casa de Don Pedro will be very beneficial to 10 latch key children in our program, who would otherwise be left to their own devices, and could easily get into trouble. The After School Program provides children with a safe environment in which they receive assistance with homework, tutoring, and computer instructions, and participate in arts and crafts and recreational activities. They receive a snack and a hot meal daily. During the summer months, they will participate in educational and recreational activities, and go on trips to state parks and other place of interest. They will receive breakfast and lunch.

The transportation provided by FOCUS will enable the children to attend the after school program and day camp at La Casa de Don Pedro. Children in the after school programs of both La Casa de Don Pedro and FOCUS will benefit from tutoring services provided by our AmeriCorps staff.

As stated earlier, the life skills training workshops provided by the St. Columba Neighborhood Club deal with issues and social problems that are of deep concern to most middle school students. Through the workshops they will have greater insight about themselves and others, and develop coping skills that will help them to successfully deal with problems with which they may be confronted.

ASPIRA, FOCUS, La Casa de Don Pedro, and the St. Columba Neighborhood Club are all members of the Essex County Latino Community Based Organizations Collaboration. The other member of the organization is CURA. The organization was established to enhance the ability of its member organizations, through collective efforts, to rebuild and preserve neighborhoods and support its citizenry through human and economic development programs that address the emerging needs of Latinos. The members meet once per month, and work closely together in addressing the needs of their clients, and have an active interchange in referring clients for one another's services.

#### **b. Comprehensiveness**

How the GATEWAY Program Identifies the Complete Health, Psychological, Educational/vocational and Social Service Needs of Families.

\* The GATEWAY Program focuses on the educational/vocational and psychological needs of disadvantaged inner city youths. ASPIRA recognizes that in order to help the child, we must also help the family. Therefore, as part of the GATEWAY Program, we have developed the APEX (ASPIRA Parents for Educational Excellence) Program. A trained APEX Counselor/Parent Advocate works closely with parents, providing parenting skills workshops,

individual counseling, and home visits, in order to have parents become more involved in the education of their children. The parent is encouraged to speak freely and in confidence with the counselor about any needs he/she may have. ASPIRA has established working relationships with many social service and health providers in the Newark area, and will refer families for those services (e.g., housing, substance abuse treatment, job training, etc.) that it does not provide.

Information That Addresses All Aspects of the Problem the Program Was Designed to Improve; And Services that Will Be Available to Clients

\* The GATEWAY Program provides early intervention counseling, academic support, life skills training, and leadership development activities to students in grades 6 to 8 who are at risk of dropping out of school. A school-based, bilingual/bicultural ASPIRA counselor provides services to students both during and after school. The program targets students who traditionally encounter developmental problems in school as well as with their families and peers.

The GATEWAY Program provides students with extensive counseling, life skills training, tutoring, and leadership development training. Students (and their parents) are counseled about career choices, goal setting, and personal and academic problems. Life skills training focuses on topics that educate students to make informed and sensible decisions. The ASPIRA Club enables students to develop leadership skills as they engage in parliamentary procedure, public speaking, debating, problem solving, conflict resolution, trips and special events. The ASPIRA/AmeriCorps component provides in-class teacher assistance, after school tutoring and weekend activities. Parental involvement is facilitated through workshops and counseling sessions conducted by the APEX Coordinator/Parent Advocate.

The anticipated outcomes that will result from the GATEWAY Program include improved academic performance, school attendance, and classroom behavior; promotion to the next grade; and increased parental involvement in school activities.

How Facilitating Access Into the Health, Education or Social Service Systems for Identified Service Needs Will Be Accomplished.

Should a student or parent need a service that the ASPIRA Counselor cannot provide, he/she will contact the Program Director. The Program Director will assess the situation, telephone an agency who can provide the needed service, and write a letter of referral for the student or his/her family. Every effort is made to help resolve the problems and needs of the students and their families, in a supportive and compassionate manner.

### C. Community-Based

\* The GATEWAY Program is designed to meet the critical educational needs of Newark's middle school students, who are at risk of dropping out of school. It is in line with the following objectives of the Strategic Plan of the Newark Public Schools:

\* By June 2000, all Newark Public Schools will restructure their educational programs to address the needs associated with early childhood, intermediate, middle and secondary developmental stages.

\* By June 2000, as a result of curriculum development and implementation, 75% of 4th graders, 80% of 8th graders, and 85% of 11th graders will demonstrate mastery of state mandated assessment. Students' performance on the Scholastic Aptitude Test will also show an improvement of 40 points. All students will further demonstrate mastery of content area standards.

\* By June 2000, the ESL curriculum and Bilingual Programs will be content driven and aligned with the State Core Curricula; the district will initiate aggressive programs to incorporate parents of all second language learners in all district parent involvement activities.

\* The GATEWAY Program involves families and community groups in the design, development, implementation, delivery and evaluation of the program. The GATEWAY Program involves the active participation of students, parents, school teachers, guidance counselors, administrative personnel, and a number of community service organizations throughout the year. In addition, at the end of the year, the students, parents, teachers, and school guidance counselors will all participate in the evaluation of the effectiveness of the GATEWAY Program, and make recommendations for any changes that need to be made.

\* The schools where the GATEWAY Programs are conducted and La Casa de Don Pedro, where the After School Program is based, are all easily accessible and inviting to community residents.

### **5. Family-Focused**

\* The central role families play in the student's development and well-being is considered to be of utmost importance. Therefore, the GATEWAY Program includes the APEX (ASPIRA Parents for Educational Excellence) Component which provides parents with individual counseling, parenting skills workshops, home visits, and parent leaders programs, through which parents are trained to train other parents to become actively involved in the education of their children.

\* The student is viewed as the focus of the GATEWAY Program. We make every effort to have the students' parents become involved in the education of their children..

\* The needs and goals of the student have been identified as the target of our services. Since the needs and goals of the family impact on the student, we work closely with the parents through our APEX Program, through individual counseling and other services, to address those needs or to refer parents/family to other social service providers who can address them.

\* Formal networks of support for the family have been established through our APEX Program. We also collaborate with other social service providers in Newark to whom we refer families for services that we do not provide.

\* Our counselors meet with the student's families both on an individual basis, through counseling sessions, home visits, and parenting skills workshops. The counselors have been trained to share complete, unbiased information with families/parents on a continuous basis and in a supportive manner. All individual counseling sessions with parents/families are kept in strict confidence.

\* Flexible, comprehensive services that focus on the multifaceted needs of urban middle school students are provided through the GATEWAY Program. The GATEWAY Program provides extensive academic, career, and personal counseling; life skills training; tutoring; leadership development training; and an opportunity to participate in meaningful community service. Our goal is to develop a more motivated, better educated, and more community conscious youth. We believe that education is key to enabling youths to move out of the poverty cycle in which they have been enmeshed. The needs of the student's family is addressed through the APEX Program, and through referrals to other social service agencies.

## **6. Marketing**

### **\* Marketing Plan**

Once the GATEWAY Initiative has been funded, we shall send press releases to the North Jersey newspapers, including the Star Ledger, as well as to the ASPIRA National Office who circulates more than 5,000 copies of its newsletter. We shall also write an article about the program and the United Way award in our own newsletter. The GATEWAY Program will also be discussed on ASPIRA's cable show that airs a minimum of four times per year. Note: Each of the cable show discussions will be aired four times. Thus, we have an opportunity to promote our initiatives on television a total of 16 times. On occasion, ASPIRA is invited to speak about its programs on radio and we would use the opportunity to highlight the GATEWAY Program.

We shall design a flyer and brochure about the program and United Way's sponsorship, to be distributed at meetings, and conferences, and to students, parents, teachers, and other interested members of the community. At the beginning of the

school year, we shall make a presentation about the program at a school staff meeting and at the first PTA meeting of the Dr. Horton Elementary School and the Rafael Hernandez School. We shall, of course also meet with the staff members and administrators of the schools in which the program is to be based. In addition, we shall make a presentation at the Newark School District's Advisory Board Meeting. Opportunities to discuss the initiative at educational conferences will be sought. Lastly, through on-to-one contact with the student, parents, school personnel, and community members the initiative will be further marketed.

The GATEWAY Program proposes to address a critical phase in children that with each passing day becomes more complex. Most early adolescents experience many changes that are physical and social. However, few notice the changes and the demands that exist. The GATEWAY Initiative, through its marketing scheme, will raise the level of awareness. Most importantly, the initiative must raise the awareness of every parent who has a child in the 6th 8th grade. This will be made possible by speaking to parent groups and at conferences throughout the year.

ASPIRA has always been indebted for the support it receives from the United Way. ASPIRA is more than willing to address United Way donors to articulate the importance of its support during its annual campaign. Also, through activities such as Celebrity Read, ASPIRA can highlight its initiative in working with you adolescents. Lastly, at any meeting where a presentation of the initiative is made, the United Way will be mentioned.

A critical benchmark for the GATEWAY Initiative will be the level of receptivity given at the start of the school year to ASPIRA by teachers and students. The GATEWAY Initiative's success will depend on the willingness of students to participate in the program. Naturally, if students are interested in belonging to ASPIRA, programmatic efforts will flow easily.

The next benchmark will be the level of student participation at ASPIRA Club meetings and workshops by the middle of the academic year. Through the level of participation, ASPIRA can determine if the program components are having an impact. Of particular interest will be the academic and behavioral performance of students when the second report card is issued.

With regard to the parent (APEX) component, a key benchmark will be the level of parent participation at Parent/Teacher Association and school board meetings, increased visits to the school for non-discipline matters, and the level of communication with the ASPIRA Parent Advocate. Other benchmarks will be the number of parents who attend the parenting skills workshops.

Timeline of Specific Outlets to Be Used for Public and Media Relations Component

Work to Be Performed	Timeline
Preparation of news releases, brochures, and flyers	July 1997
News releases sent to newspapers	July 1997
News releases sent to ASPIRA National Office for their newsletter	July 1997
Article included in our newsletter (sent to 1,000 persons)	August 1997
4 speaking engagements scheduled for ASPIRA's Cable Show	July 1997
4 speaking engagements (each aired 4 times)	September 1997 - January 1998
Presentation of program to teachers, guidance counselors, and other school personnel, together with distribution of flyers and brochures	September 1997
Presentation of program to parents at first PTA meeting	September 1997
Distribution of flyers and brochures to students	September 1997
Letters sent to parents of students recommended for the program	September - October 1997
Presentation of program at educational conferences	As scheduled throughout the year
Discussion of program at individual meetings scheduled with students, parents, school personnel and community members.	As scheduled throughout the year

Outline of Different Mediums To Be Used to Promote the Effect of United Way's Support

- 1) Written material:
  - flyers
  - brochures
  - news releases
  - letters

- 2) Written material distributed to:
  - newspapers
  - cable television
  - educators
  - students
  - parents
  - interested community members
  - prospective funding sources
- 3) Personal presentations at:
  - conferences
  - school staff meetings
  - PTA meetings
  - individual counseling sessions with students
  - individual counseling sessions with parents
  - individual meetings with school guidance counselors
  - individual meetings with school teachers
  - individual meetings with school administrators
  - Newark Advisory Board Meeting
  - Cable television programs
  - Meetings with representatives of local government
  - Meetings with other interested community members
  - ASPIRA's special events

Outline of Year Round Education/Outreach Efforts Designed to Enhance Community Awareness and Involvement

Meetings with school staff  
PTA meetings  
Recruitment and orientation of students  
Recruitment and orientation of parents for the APEX Program  
Newark Advisory Board Meeting  
Cable Television Programs  
Educational conferences  
ASPIRA special events:

- + Annual Youth Conference (to promote the use of early adolescent development)
- + Annual Awards Ceremony (recognizes students who have participated in the program)

Meetings with other interested community members  
Meetings with prospective funders

Our objective is to promote, enhance and expand the program so that more disadvantaged youths can be served; and to obtain funding for its expansion. Success will be determined by the interest expressed in the program on the part of students, parents, teachers, guidance counselors; the number of students who have successfully gone through the program and benefited from it; and by the funding received for the program's expansion and enhancement.



## How We Market Our Initiatives to Other Funders

We search for funding for our programs on an ongoing basis through our Development Office, and through the efforts of the ASPIRA Board of Directors. The initiatives are marketed to other funders by submitting proposals and applications, together with a letter and accompanying brochures about ASPIRA and its programs. We also market our initiatives at meetings with prospective funders, and make follow-up phone calls, especially to private funders. When awarded a substantial grant or if we are starting a new initiative, we send press releases to the North Jersey newspapers, and discuss the initiatives on cable television, and at conferences, and meetings, as described earlier.

## Case History (as presented by the GATEWAY Program Director)

David came to ASPIRA while he was in the 7th grade. David and his identical twin brother, Steve, were adopted when they were infants. When I met David, he was doing very poorly in school, and had problems at home with his mother. According to students, teachers, and friends, David's mother always considered him to be "the bad twin." His brother, Steve, was always the popular kid in school and well liked.

When I held the first ASPIRA club meeting, David attended with his buddies. He continued coming to the meetings, but it seemed all he wanted to do was to be disruptive to the group. On several occasions I had to ask him to leave the room due to his behavior. After having numerous talks with David, I realized that people and outside of the school had placed a negative label on him, and he knew it so he decided to play the role of "the bad guy" since that's how people were treating him.

I began to talk to him regularly. I even encouraged him to join the club's executive board (president, vice president, etc.). He was so surprised that he hugged me. We agreed that he would have to work hard on his subjects in order to run for office the following school year. He and I worked on a plan of action to achieve better grades. The plan meant that he would have to take the initiative to address each of his teachers and request extra work from the teacher in order to improve his grades. A case conference was also part of the plan. A meeting was held with David, his teachers, and myself, where he said that he was willing to make an extra effort in class.

David gradually began to feel better about himself and eventually teachers began to see changes in David. The ASPIRA counselor learned that he loved music with a passion and through some networking with the music department, David was allowed to join the school band. He became more involved in the ASPIRA Club. The club members made him responsible for the implementation of fundraising activities, because they felt he had the strength to be assertive. He participated in self-esteem workshops, field trips and cultural events sponsored by the

ASPIRA Club. Through the ongoing interaction with the other club members, he soon realized that he could do as well as his classmate.

Today, David is a B student. He continues to play for the school band and has been accepted by Arts High School.

## 7. Estimated Cost of the Initiative:

- Attached you will find the estimated budget with narrative
- The total request from the United Way of Essex and West Hudson is \$78,100.00. The amount that is requested will not only enhance GATEWay's initiative goals but it will assist in the expansion of services to Rafael Hernandez. The program intends to introduce a parental involvement component that will provide critical pieces of information in terms of early adolescent development. The additional service will also enable ASPIRA to begin addressing the needs of parents. Through United Way funding, program participants will receive ancillary assistance to educational and personal development. Presently, students from the target schools lack services that focus their attention to future aspirations and the perils of peer pressure. Without GATEWay funding, a valued cross-section of Newark youth will not be provided the opportunity to seek educational challenges. The difference that United Way funding makes is the opportunity to provide direction and support to an early adolescent population that needs attention, focus, and at times compassion.
- Presently, funding has been obtained from the Prudential Foundation in the amount of \$50,000. Funding has been requested to expand the GATEWay concept from the Turrell Fund and the City of Newark - Community Development Block Grant Program. Funding from these two sources is still pending for fiscal year 1998. In-kind funding for the program comes from ASPIRA's general fund to offset expenses within personnel. The GATEWay program is focused on early adolescent development. Efforts to research and approach foundations that have a similar focus will be conducted by ASPIRA's Development Office. Furthermore, the Newark Public Schools has been a strong supporter of ASPIRA and its programmatic initiatives. We seek to enhance our relationship by exploring possible joint funding or sub-contracts with the school system.
- According to the ASPIRA's overall budget the total percentage of management/administrative/fundraising cost is 15.8%. The total percentage that is being requested from the GATEWay Initiative is 18.5%.
- The total cost per client for the GATEWay program is \$587.
- The main benefactor of the GATEWay program is the Newark Public School System. The GATEWay program provides motivated and professional counseling staff to manage a caseload of students. The total cost of three counselors is \$57,000. The starting salary for a counselor in the Newark school system is approximately \$40,000. Other cost savings are to be recognized through the efforts of connecting our students into existing programs and services without the need to develop new ones.

## APPENDICES

**United Way of Essex and West Hudson**  
**BUDGET NARRATIVE**

**Initiative Funding**

Initiative Name: ASPIRA G.A.T.E.Way

PERSONNEL	United Way	Other	In Kind	Total
Executive Director 20% of \$50,000	\$2,500 00	\$7,500 00		\$10,000 00
Programs Director (60% of 29,000)	\$4,500 00	\$12,975 00	\$75 00	\$17,550 00
Counselors (Direct service to students)	\$18,500 00	\$38,500 00		\$57,000 00
APEX (Parent Advocate) (Parent Educator)	\$9,000 00	\$18,750 00		\$27,750 00
Secretary (@45% of \$24,000)	\$6,000 00	\$4,500 00	\$300 00	\$10,800 00
Fiscal Officer (@ 33% of 33,000)	\$3,300 00	\$6,600 00	\$990 00	\$10,890 00
AmeriCorps Members (Teaching assistance and Tutoring)		\$15,000 00	\$8,000 00	\$23,000 00
<b>Total Salary</b>	<b>\$43,800.00</b>	<b>\$103,825.00</b>	<b>\$9,365.00</b>	<b>\$156,990.00</b>
Fringes at 23% FICA at 7.65% SU at 3.5% Health at 11.85%	\$10,074 00	\$23,879 00	\$2,153 00	\$36,106 00
<b>Total Personnel</b>	<b>\$53,874.00</b>	<b>\$127,704.00</b>	<b>\$11,518.00</b>	<b>\$193,096.00</b>
<b>OFFICE SPACE</b>				
Rent @ \$5.12/sq ft Total space @ 4,000 sq ft	\$7,000 00	\$13,500 00		\$20,500 00
Utilities (pro-rated at @ \$1,000/month)	\$1,000 00	\$2,000 00		\$3,000 00
Telephone (4 fulltime staff @ \$63/month)	\$1,000 00	\$2,000 00		\$3,000 00
General Insurance (Agency Premium averages \$7,000/yr)		\$2,000 00		\$2,000 00
<b>Total Office Space</b>	<b>\$9,000.00</b>	<b>\$19,500.00</b>		<b>\$28,500.00</b>

**OFFICE SUPPLIES**

Postage (to mail notices, letters, and general communications to homes and support general programmatic Mailings)	\$400 00	\$275 00	\$250 00	\$925 00
Office Supplies (purchase of general office supplies for 4 staff x \$432 00)	\$500 00	\$1,230 00		\$1,730 00
Equipment Rental (Rental of Copier provided at \$2,800/mo.)	\$2,500 00	\$5,750 00		\$8,250 00
Printing (Printing of brochures and business cards.)	\$500 00			\$500 00
Program Supplies (Purchase of Educational software and workshop materials)	\$500 00	\$700 00		\$1,200 00
<b>Total Office Supplies</b>	<b>\$4,400.00</b>	<b>\$7,955 00</b>	<b>\$250.00</b>	<b>\$12,605.00</b>

**ACTIVITIES**

Student Transportation (Bus Rental for school trips to colleges and Museums and Shuttle Service to Afterschool Programs)	\$4,000 00	\$2 393 00		\$6 393 00
Staff Travel (local transportation cost to conduct home visits, attend meetings, etc.)	\$500 00	\$500 00		\$1,000 00
Activities (Include afterschool program for 10 students x \$25 per month x 10 months Also admission charge to Liberty Science Center, and Life Skills Workshops provided by St. Columba)	\$6,326 00	\$2 175 00		\$8 501 00
<b>Total Activities</b>	<b>\$10,826.00</b>	<b>\$5,068.00</b>		<b>\$15,894.00</b>

**PROFESSIONAL SERVICES**

Auditor	\$1,700.00	\$1,700.00		
Computer Consultant	\$900.00	\$900.00		
Total Professional Services	\$2,600.00	\$2,600.00		
<b>TOTAL EXPENSES</b>	<b>\$78,100</b>	<b>\$162,827</b>	<b>\$11,768</b>	<b>\$252,695</b>

**Collaborating Agencies (Expenses Accounted for in the above Budget)**

La Casa de Don Pedro's Afterschool program  
10 Students will attend the Afterschool program  
at a monthly charge of \$25/student for a 10 month period  
These students will also attend the summer day camp at  
cost of \$50/month for two months

**Overall expense to La Casa is: \$3,500.00**

FOCUS will provide daily Transportation services to  
students that attend the Afterschool Program at  
La Casa de Don Pedro The cost per student is:  
\$25/student monthly for 10 months

**Overall expense to FOCUS is: \$2,500.00**

St. Columba Neighborhood Club will provide  
Life Skills workshops that focus on peer pressure,  
self esteem, and various adolescent issues. A  
total of 16 workshops will be offered at a rate of  
\$100/session

**Overall expense payable to St. Columba is: \$1,600.00**

**Total expense for collaborative effort is: \$7,600.00**



## REVENUE

FOUNDATIONS:	Amount	Status
Turrel Fund	\$50,000.00	Pending
Prudential Foundation	\$50,000.00	Approved
GOVERNMENT		
Newark - CDBG	\$71,225.00	Pending
IN-KIND	\$11,768.00	Pending
1997-98 United Way Request	\$78,100.00	
Total all Revenue	\$252,695.00	
Total Agency Budget (1996-97)	\$1,122,129.00	
Total Agency Revenue (1996-97)	\$1,147,938.00	
Unit Cost Per Client - G.A.T.E. Way Program		\$587/Client

## JOB DESCRIPTION

Position: EXECUTIVE DIRECTOR

Definition: The Executive Director is the Chief Executive Officer of the Agency.

She/He is accountable to the Board of Directors and is the principal spokesperson for the entire Agency to the community at large.

General  
Responsibilities:

Develops all policy statements and detailed procedures which are to be implemented in accordance with the Agency's general policies enacted by the Board of Directors.

Responsible for program planning; develops detailed program plans for the agency, with the assistance of designated staff.

Submits a Mid-year General Progress Report to the Board of Directors.

Submits an Annual Program Plan to the Board of Directors for recommendations and approval.

Submits a General Twelve Month Work Plan to the Board of Directors encompassing the special areas of advocacy, fund raising, and program management.

Responsible for developing a coordinated community relations program.

Responsible for the implementation of the Agency's personnel management.

Ultimately responsible for the supervision of all staff.

Plans and develops fund raising activities both with the public and private sector and establishes appropriate relationships to facilitate the fund raising goals of the agency.

1)

## Qualifications:

A B.A.Degree in a related field as a minimum is required.

Master's degree preferred;

At least (5) years professional experience in a related field.

At least three (3) years must be of managerial experience by which she/he could demonstrate a working knowledge of management, and organizational and supervisory ability.

Should display characteristics of leadership ability to solve diversified problems and communicate effectively with different audiences.

Strong communication skills both in English and Spanish-written and oral-is a must.

## Salary:

Negotiable and by contract. This position is not subject to the Salary Compensation Program's Provisions.

## JOB DESCRIPTION

Position: Fiscal Officer

Qualifications: B.S. degree-Accounting  
 Minimum of 3 years experience in general accounting, Preferably fund accounting.

General Responsibilities: Responsible for the monitoring, planning, evaluation, coordination, and controlling of all financial activities and transactions.  
 Ensures all financial transactions to be in accordance with budgetary guidelines and restrictions and in furtherance of various planned project activities, goals, and objectives.  
 Responsible for the accountability of assets and proper documentation, support, and recording of all financial transactions.

Description of Duties:

1. Plans, prepares, and evaluates all cost factors of proposed programs.
2. Responsible for the preparation of all internal and external financial reports, forms, all tax returns, reimbursement vouchers, and special reports.
3. Responsible for the preparation and payment of payroll, payroll tapes, invoices and all acquired debts.
4. Maintains personnel record files and all pertinent employee data.
5. Responsible for the coordination, processing and administration of employee Health insurance coverage.

Salary: \$ 12,000 - \$ 15,000

## JOB DESCRIPTION

POSITION: PROGRAMS DIRECTOR

DEFINITION: The Program Director is responsible for the development and implementation of the agency's programs and services in an effective, efficient manner.

He/She is accountable to the Executive Director

### GENERAL

RESPONSIBILITIES: He/She is responsible for directly supervising all student related services offered in the agency established within centers. Also he/she is responsible for the training and evaluation of program staff.

### SPECIFIC

RESPONSIBILITIES: The Program Director is responsible for the following areas:

#### OVERALL MANAGEMENT (PROGRAM RELATED)

Responsibility for the supervising of all programs involving student related services offered within the agency.

Establish regular performance monitoring and reporting systems to insure that program objectives are being achieved and deadlines are met.

Provide the Unit Coordinators with the necessary resources and advice for the implementing of programs. Plan and develop an ongoing program for the training staff.

Coordinate and prepare an agency annual work plan, give support and follow-up to coordinators in implementing the annual work plan.

Gather, prepare and disseminate all supportive program materials.

Develop and implement an ongoing evaluation of the agency's programs.

Responsibility for reviewing all program related reports and insuring their delivery on time to the appropriate funding sources.

Approve and monitor all program-related activities.

Prepare special assigned and annual reports for program funding sources.

Insure that all proposal guidelines and contract requirements are being met.

Submit monthly reports to Executive Director on programs.

#### PERSONNEL MANAGEMENT

The Programs Director is responsible for directly supervising the Unit Coordinators and their staff. He/She is responsible for evaluating the coordinator's performance.

He/She will monitor all Employee Performance Appraisal prepared by Unit Coordinators.

In conjunction with Unit Coordinators recruit, interview and recommend personnel for hiring to the Executive Director.

Abide by all policy and procedures developed in the agency.

#### PROPOSAL/CONTRACT DEVELOPMENT

Develop areas of data collection necessary for proposal development. Assist in the development of proposal writing and in the interpretation of state and federal legislation and project guidelines.

#### BUDGET ADMINISTRATION

Review all program related budgets on a monthly basis with Executive Director and Fiscal Officer to insure appropriate spending.

Approve all program related expenses prior to requesting funds.

## JOB DESCRIPTION

POSITION: UNIT COORDINATORS

DEFINITION: The Unit Coordinator is responsible for the program implementation of specific unit objectives. He/She must insure that Educational Counselors are meeting program workplans.

### GENERAL

RESPONSIBILITIES: Depending on the specific Unit, takes the lead over other counselors as assigned in coordinating and implementing activities.

Under direction, plans and conducts special activities.

Gives individual guidance to students.

As directed, establishes liaison with other agencies and educational institutions concerning students, to secure their support and cooperation as applicable.

Prepares and submits a monthly narrative and statistical report to the Program Director.

Evaluates staff's performance on monthly basis.

Prepare and submit reports required by the Programs Director.

Screen and interview candidates for counseling vacancy positions.

Facilitates an ASPIRA Club.

Supervise the counseling staff within the Unit.

Maintains filing system of student records, personnel records, monthly, unit and annual reports, related reports, and any other related materials.

## JOB DESCRIPTION

POSITION: EDUCATIONAL COUNSELOR

DEFINITION: The Educational Counselor is responsible for direct services to students on his/her caseload. He/she is also responsible for facilitating a student run club.

### GENERAL

RESPONSIBILITIES: Offers group and individual guidance to students served. Guides and assists students in the development of their educational experience, both as club members and on a personal basis.

### SPECIFIC

RESPONSIBILITIES: Plans and conducts workshops regarding lifeskills, school procedures, leadership training, and other related topics.

Gives individual guidance regarding career choices.

As directed, establishes liaison with other agencies and educational institutions concerning students.

Provides follow-up to all students served.

Administers evaluation questionnaires and/or forms.

Prepares monthly statistical and narrative reports.

Follows up progress of the student members of the club.

Maintains filing system of student records, activities, monthly reports, and other related materials.



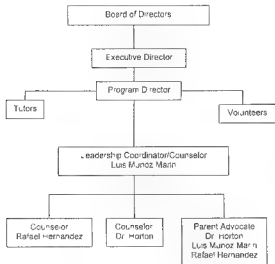
## GATEWAY INITIATIVE PROGRAM TIMELINE

Work to be Performed	Timeline
Hiring of staff	July 1997
Staff Orientation and Training	July-August 1997
Pre-program Planning 1997	August-September
Introduction to School (of new staff)	September
Participant Identification and Selection	October 1997 - January 1998
In-School Recruitment: Review school records Meet with school staff Classroom presentations Receive referrals from community agencies	
Participant Assessment	October 1996 - December 1996
In-depth interviews Written student needs assessment Develop individual student plan	
Participant Services	
Direct Student Services	October 1997- June 1998
Life Skills Workshops Parenting Skills Workshops Academic Counseling Tutoring Career Development Career Day Conference Vocational/Career Counseling	
Leadership Development Leadership Retreat ASPIRA Club	
Indirect Student Services Parental contacts made Collaboration with educational institutions and community based organizations	
Follow-Up and Monitoring Process	October 1997 - June 1998
Complete intake forms Review report cards	

Review attendance records

Survey of students, parents and teachers

G A T E WAY Initiative Organizational Chart



# ASPIRA, Inc. OF NEW JERSEY



## EXECUTIVE OFFICE

390 BROAD STREET, NEWARK, NEW JERSEY 07104 • 201-484-7554 • FAX 201-484-0184

NGEMI VELAZQUEZ  
CHAIRPERSON

## LETTER OF AGREEMENT

ROBERTO DEL RIOS M S W  
EXECUTIVE DIRECTOR

### BOARD OF DIRECTORS

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LOURDES ARROYO

HECTOR BONILLA

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ANTONIO CARDONA

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MARYBEL HERNANDEZ

HECTOR ORTIZ

ANIBAL RAMOS

MARGARET ROSARIO-RIVERA

MIRNA RIVERA

IVETTE D. SANTIAGO-GREEN, Esq.

This agreement is entered into between the Newark Public Schools and ASPIRA, Inc. of New Jersey for the purpose of collaborating on the GATEWAY (Getting Ahead the Education Way) Program.

ASPIRA, Inc. of New Jersey, an organization that provides Leadership Development and Dropout Prevention Programs for minority urban youths at risk of dropping out of school, will operate, monitor, and evaluate the GATEWAY Program. The Newark Public Schools will permit ASPIRA, Inc. of New Jersey to operate the program for 85 at-risk students enrolled at both the Dr. Horton School and the Rafael Hernandez School. The program will run during the 1997-98 school year. The collaborating partners are:

Roberto Del Rios  
Executive Director  
ASPIRA, Inc. of NJ  
390 Broad Street  
Newark, NJ 07104  
(201) 484-7554

Ms. Lydia Silva  
Assistant Superintendent  
Newark Public Schools  
Rafael Hernandez School  
345 Broadway, Suite 315  
Newark, NJ 07104  
(201) 479-5762

By signing this agreement, ASPIRA, Inc. of New Jersey agrees to:

- \* Recruit 85 at-risk youths for the GATEWAY Program.
- \* Provide students with extensive individual counseling about career choices, goal setting, and personal and academic problems.
- \* Conduct life skills workshops that educate students to make informed and sensible decision.
- \* Conduct the ASPIRA Club that enables students to develop leadership skills as they engage in parliamentary procedure, public speaking, debating, problem solving, conflict resolution, trips and special events.

\* Evaluate the effectiveness of the AmeriCorps Program. This will be done at the end of the year. Students, parents, teachers, school guidance counselors, and representatives from sites where community service projects were conducted will all participate in the evaluation.

\* Provide liability insurance for the program.

**The Newark Public Schools agree to:**

\* Assign at least one guidance counselor in the Dr. Horton School and the Luis Munoz Marin Middle School to be in charge of referring prospective students to the program, advising on the academic needs of the student, and providing academic records when needed.

**Both parties agree to:**

\* Maintain and share records of the activities conducted jointly.

\* Maintain the confidentiality of the clients and staff members of the program.

This agreement will be effective from July 1, 1997 through June 30, 1998, unless otherwise agreed upon by the parties involved, and may be voided by mutual consent.

Roberto Del Rios  
Executive Director  
ESPIRA, Inc. of NJ

  
(Signature)

2/21/97  
(Date)

Lydia Silva  
Assistant Superintendent  
The Newark Public Schools

  
(Signature)

2-25-97  
(Date)

# ASPIRA, Inc. OF NEW JERSEY

## EXECUTIVE OFFICE

390 BROAD STREET, NEWARK, NEW JERSEY 07104 • 201-484-7554 • FAX 201-484-6184

LEADERSHIP  
THROUGH  
EDUCATION

NORM VELAZQUEZ  
CHAIRPERSON

ROBERTO DEL RIOS M.S.W.  
EXECUTIVE DIRECTOR

### BOARD OF DIRECTORS

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WILLIAM CRUZ

MERCEDES DEL VALLE RAMA, Ed.D.

MARYSEL HERNANDEZ

ROBERTO ORTIZ

ANGEL RAMOS

MARGARET ROSARIO-REVERA

MIRNA REVERA

IVETTE D. SANTIAGO-GRUBB, Ed.D.

## LETTER OF AGREEMENT

This agreement is entered into between La Casa de Don Pedro, Inc. and ASPIRA, Inc. of New Jersey for the purpose of collaborating on the GATEWAY (Getting Ahead the Education Way) Program.

ASPIRA, Inc. of New Jersey, an organization that provides Leadership Development and Dropout Prevention Programs for minority urban youths at risk of dropping out of school, will operate, monitor, and evaluate the GATEWAY Program. The GATEWAY Program will be conducted for students in the 6th, 7th, and 8th grades enrolled at the Rafael Hernandez School and the Dr. Horton School.

10 "latch-key" students enrolled in the GATEWAY Program will also be enrolled in the After School Program and Summer Day Camp operated by La Casa de Don Pedro. The students will participate in the program from July 7, 1997 - June 30, 1998. The collaborating partners are:

Roberto Del Rios  
Executive Director  
ASPIRA, Inc. of NJ  
390 Broad St.

Newark, NJ 07104  
(201) 484-7554

Miriam Ramirez  
Director  
After School Program &  
Summer Day Camp  
La Casa de Don Pedro, Inc.  
23 Broadway  
Newark, NJ 07104  
(201) 483-2703

By signing this agreement, La Casa de Don Pedro, Inc. agrees to:

\* Enroll 10 "latch-key" students, referred by ASPIRA, Inc. of New Jersey, in its After School Program during the school year (September 1997 - June 1998), and in its Summer Day Camp during the months of July and August of 1997.

\* Provide students with instructions in operating a computer, assistance with homework, tutoring, planned recreational activities, a daily snack and hot meal during the school year; and planned educational and recreational activities, a daily snack, breakfast and lunch at the summer day camp during the months of July and August 1997.

\* Provide students with transportation from the school to the After School Program/Summer Day Camp site and from the site to the students' homes at the end of each day.

**ASPIRA, Inc. of New Jersey agrees to:**

\* Refer 10 "latch-key" students to La Casa de Don Pedro.

\* Pay La Casa de Don Pedro \$25 per month per student for 10 months (during the school year); and \$50 per month for Summer Day Camp during the months of July and August 1997. The amount to be paid to La Casa de Don Pedro is as follows:

\$25 per student x 10 students x 10 months = \$2,500

\$50 per student x 10 students x 2 months = \$1,000

-----  
TOTAL AMOUNT TO BE PAID = \$3,500

\* Provide two trained AmeriCorps members to tutor the students in the After School Program twice per week during the school year; and two days per week during the summer months. Note: There will be no charge to La Casa de Don Pedro for this service.

**Both parties agree to:**

\* Maintain and share records of the activities conducted jointly.

\* Maintain the confidentiality of the clients and staff members of the program.

This agreement will be effective from July 1, 1997 through June 30, 1998, unless otherwise agreed upon by the parties involved and may be voided by mutual consent.

Roberto Del Rios  
Executive Director  
ASPIRA, Inc. of NJ

Miriam Ramirez  
Director  
After School Program  
and Summer Day Camp  
La Casa de Don Pedro

  
(Signature)

2/24/97  
(Date)

  
(Signature)

2/21/97  
(Date)

# ASPIRA, Inc. OF NEW JERSEY



EXECUTIVE OFFICE  
390 BROAD STREET, NEWARK, NEW JERSEY 07104 • 201-484-7554 • FAX 201-484-0184

NOEMI VELAZQUEZ  
CHAIRPERSON

ROBERTO DEL RIOS M.S.W.  
EXECUTIVE DIRECTOR

*BOARD OF DIRECTORS*

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MERCEDES DEL VALLE RANA, Ed.D.

MARYBEL HERNANDEZ

HECTOR ORTIZ

ANIBAL RAMOS

MARGARET ROSARIO-RIVERA

MIRYA RIVERA

IVETTE D. SANTIAAGO-GREEN, ESQ.

## LETTER OF AGREEMENT

This agreement is entered into by ASPIRA, Inc. of New Jersey and the St. Columba Neighborhood Club, Inc. for the purpose of collaborating on the GATEWAY Program. ASPIRA, Inc. of New Jersey, an organization that provides Leadership Development and Dropout Prevention Programs for minority urban youths at risk of dropping out of school, will implement, operate, monitor, and evaluate the GATEWAY Program. The St. Columba Neighborhood Club, Inc. will conduct 16 life skills workshops for the students in the GATEWAY Program. The collaborators are as follows:

Roberto Del Rios  
Executive Director  
ASPIRA, Inc. of NJ  
390 Broad Street  
Newark, N.J. 07104  
(201) 484-7554

Rene O. Deida  
St. Columba Neighborhood Club, Inc.  
25 Pennsylvania Avenue  
Newark, NJ  
(201) 624-4222

**By signing this agreement, ASPIRA, Inc. of New Jersey agrees to:**

\* Pay the St. Columba Neighborhood Club the sum of \$1,600 for conducting 16 life skills workshops @ \$100 per workshop.

**The St. Columba Neighborhood Club, Inc. agrees to:**

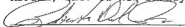
\* Conduct 16 life skills workshops for the children in the GATEWAY Program.

This agreement will be effective from July 1, 1997



This agreement will be effective from July 1, 1997 through June 30, 1998 unless otherwise agreed upon by the parties involved, and may be voided by mutual consent.

Roberto Del Rios  
Executive Director  
ASPIRA, Inc. of New Jersey

  
(Signature)

2/27/97  
(Date)

Rene O. Deida  
Executive Director  
The St. Columba Neighborhood Club, Inc.

R ~ O'D. ~  
(Signature)

2/27/97  
(Date)

# ASPIRA, Inc. OF NEW JERSEY



EXECUTIVE OFFICE  
390 BROAD STREET, NEWARK, NEW JERSEY 07104 • 201-484-7554 • FAX 201-484-0184

NOEMI VELAZQUEZ  
CHAIRPERSON

ROBERTO DEL RIOS M.S.W.  
EXECUTIVE DIRECTOR

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MARYBEL HERNANDEZ

HECTOR ORTIZ

ANIBAL RAMOS

MARGARET ROSARIO-RIVERA

MIRYA RIVERA

IVETTE D. SANTIAGO-GREEN, EdD.

## LETTER OF AGREEMENT

This agreement is entered into by ASPIRA, Inc. of New Jersey and FOCUS for the purpose of collaborating on the GATEWAY Program. ASPIRA, Inc. of New Jersey, an organization that provides Leadership Development and Dropout Prevention Programs for minority urban youths at risk of dropping out of school, will implement, operate, monitor, and evaluate the GATEWAY Program. 10 latch key children in the GATEWAY Program will be enrolled in the After School Program of La Casa de Don Pedro. FOCUS will provide transportation to the 10 latch key children, from the Dr. Horton and the Rafael Hernandez Schools to La Casa de Don Pedro, and from La Casa de Don Pedro to their homes, 5 days per week. Those participating in the After School Program, and persons in charge are as follows:

Roberto Del Rios  
Executive Director  
ASPIRA, Inc. of NJ  
390 Broad Street  
Newark, N.J. 07104  
(201) 484-7554

Casto Maldonado  
President & CEO  
FOCUS  
441 Broad Street  
Newark, NJ 07102  
(201) 624-3234

Myriam Ramirez, Director  
After School Program  
La Casa de Don Pedro, Inc.  
75 Park Ave.  
Newark, NJ 07104  
(201) 482-8312

By signing this agreement, ASPIRA, Inc. of New Jersey agrees to:

\* Pay FOCUS the sum of \$2,500 for the following:

Drive 10 students (five times per week) @ \$25 per student per month =  $\$250 \times 10 \text{ months} = \$2,500$ .

\* Provide two trained AmeriCorps members to tutor the students in the FOCUS After School Program twice per week during the school year. Note: There will be no charge to FOCUS for this service.

FOCUS agrees to:

\* Pick up the students enrolled in the program who attend the following schools: The Rafael Hernandez School and the Dr. Horton School. They will be picked up five times per week, immediately after school and delivered to the after school site at La Casa de Don Pedro. At the end of the After School Program each day, they will pick up the students at the site and deliver them to their homes.

This agreement will be effective from July 1, 1997 through June 30, 1998 unless otherwise agreed upon by the parties involved, and may be voided by mutual consent.

Roberto Del Rios  
Executive Director  
ASPIRA, Inc. of New Jersey

  
(Signature)

2/27/97  
(Date)

Casto Maldonado  
President and CEO  
FOCUS

  
(Signature)

2/27/97  
(Date)